EMERSON COLLEGE OF ORATORY

BOSTON. MASS.

1922

"For of the soule the bodie forms doth take;
For soule is forme, and doth the bodie make."

Edmund Spencer

59 Strathmore Rd
Brookline

ANNUAL CATALOGUE

OF THE

EMERSON COLLEGE

AND THE

BOSTON SCHOOL OF ORATORY

BOSTON

1922

Calendar

For 1922—1923

Registration Day

Monday, Sept. 25, 1922.

First Semester

Opens Tuesday, Sept. 26, 1922; Winter Recess, Dec. 21, 1922 to Jan. 4, 1923. Mid-Year Examinations, Jan. 25-27, 1923; First Semester closes Jan. 27, 1923.

Second Semester

Opens Monday, Jan. 29, 1923; Spring Recess, Mar. 18 to Mar. 26, 1923; Final Examinations, May 14 to May 19, 1923; Second Semester closes May 24, 1923.

Summer Session

At Boston, Mass., opens July 8, 1922, closes Aug. 18, 1922.

At Knoxville, Univ. of Tenn. opens June 12, 1922, closes July 21, 1922.

The College opens each morning, during five days of every week in the scholastic year, Tuesday to Saturday inclusive, at 9 a. m.

The office of the College will be open every day during the year, Sundays and holidays excepted.

The Dean will be at the office of the College every day, beginning September 15.

Officers

HENRY LAWRENCE SOUTHWICK, *President*

HARRY SEYMOUR ROSS, *Dean*

CHARLES WINSLOW KIDDER, *Registrar*

FRANCIS JOSEPH McCABE, *Treasurer*

NETTIE M. HUTCHINS, *Secretary*

JESSIE ELDRIDGE SOUTHWICK, *Preceptress*

ELIZABETH M. ROGERS, *Associate Preceptress*

ANNIE T. MONTEITH, *Director of Dormitories*

ERNEST GRAHAM GUTHRIE, *Chaplain*

WALTER R. MANSFIELD, M.D., *Medical Advisor*

Trustees

WALTER BRADLEY TRIPP

HARRY SEYMOUR ROSS

CHARLES WINSLOW KIDDER

WILLIAM HOWLAND KENNEY

HENRY LAWRENCE SOUTHWICK

Faculty of Instruction

1921-1922

HENRY LAWRENCE SOUTHWICK, *President*

Oratoric and Dramatic Delivery; English Literature Extemporaneous Speaking; Debate; Shakespeare.

HARRY SEYMOUR ROSS, *Dean*

Rhetoric; English Language and Literature.

EBEN CHARLTON BLACK

Poetics; English and American Literature.

WILLIAM G. WARD

English Literature; Psychology, Logic, Debate.

WALTER BRADLEY TRIPP

Dramatic Interpretation; History of Drama; Impersonation; Analysis.

CHARLES WINSLOW KIDDER

Vocal Physiology; Hygiene of the Voice; Acoustics.

WILLIAM HOWLAND KENNEY

Technique of the Voice.

JESSIE ELDRIDGE SOUTHWICK

Voice Culture; Ethics; Shakespeare.

LILIA ESTELLE SMITH
History of Education; Pedagogy; School Management.

MAUD GATCHELL HICKS
Dramatic Literature and Interpretation, Pantomime.

AGNES KNOX BLACK
Literary Interpretation; Browning and Tennyson; Reading as a Fine Art.

GERTRUDE McQUESTEN
Technique of the Voice; Articulation; Interpretation.

ELVIE BURNETT WILLARD
Lyceum and Concert Reading; Instructor in Repertoire, Story-Telling.

PRISCILLA C. PUFFER
Gesture; Expression.

ROBERT HOWES BURNHAM
Dramatic Training; Make-Up.

ELSIE R. RIDDELL
Gymnastics; Fencing; Aesthetic Dancing; Anatomy; Physiology.

MARGARETTE JOSEPHINE PENICK
Lyceum and Chautauqua Programs.

MARY A. WINN
Children's Theatre.

FRANCIS JOSEPH McCABE
Dramatic Interpretation; Platform Art.

JOSEPH E. CONNOR
Public Speaking; Debate.

JESSIE SOUTHWICK
Physical Culture.

JOSEPH C. PALAMOUNTAIN
Instructor in French.

Lecturers

HENRY LAWRENCE SOUTHWICK
Theodore Roosevelt: American.

E. CHARLTON BLACK
Dante; Poe; Stevenson and Barrie.

JESSIE ELDRIDGE SOUTHWICK
Co-operation in School Life.

McILYAR H. LICHLITER
The Vaudeville Mind.

ELSIE MAE GORDON
Experiences on the Lyceum Circuit.

HAROLD A. THURLOW
Self Confidence.

ANNA THROOP CRAIG
The New Social Uses of Dramatics.

ERNEST GRAHAM GUTHRIE
A Summer in the English Universities.

ANITA TRUEMAN PICKETT
Extemporaneous Speaking.

WILLIAM FREDERICK ALLEN
A Post-War Visit to England and Italy.

STANTON KING
Sailors' Chanties.

LUCIA AMES MEADE
The International Conference at Washington.

Recitals

CLASSIC AND MODERN DRAMA

KING LEAR — SHAKESPEARE
HENRY LAWRENCE SOUTHWICK

A MIDSUMMER-NIGHT'S DREAM — SHAKESPEARE
GERTRUDE McQUESTEN

EVERY MAN IN HIS HUMOUR — BEN JONSON
WALTER BRADLEY TRIPP

BEAU BRUMMEL — CLYDE FITCH
FRANCIS JOSEPH McCABE

JEANNE D'ARC — PERCY MACKAYE
JESSIE ELDRIDGE SOUTHWICK

ROMEO AND JULIET — SHAKESPEARE
MAUD GATCHELL HICKS

Design of the College

THE Emerson College of Oratory, established in 1880, is the largest institution of its kind in the world. It is primarily a school for personal culture. It seeks to awaken in the student of expression, whether he aims to be a creative thinker or an interpreter, a realization of his own potentialities, and to give such direction to his training that he may attain them. While conserving the best traditions of the past, the college stands for thorough investigation, the most advanced educational methods, and the highest professional standards and ideals.

The work that Emerson College has done and is doing is unique. While it is called a College of Oratory, and while it emphasizes the teaching of the spoken word by careful scientific training in public speaking, it is also a school of *belles-lettres*, a school of physical training, and a school of pedagogy. It trains speakers and platform artists; it sends forth annually a large number of teachers to colleges and to normal and secondary schools in all parts of the United States and Canada.

The personal and literary culture afforded by the curriculum are of highest value, not only to those who have a professional end in view, but to men and women who do not intend to make oratory a specialty. It is self-evident that a strong personality, a cultured and noble manhood, is infinitely superior to any tricks of voice or gesture. When a man loves the truth and lives it, and can present it effectively to others, he has received the best possible preparation for the work of life as well as for the work of oratory. "The greatest thing in oratory is the orator."

Location

THE College is located at Huntington Chambers, on Huntington avenue, near Copley Square. It is easily accessible from all railroads leading into the city, and cars to all points pass close to its doors. Within a few minutes' walk of the Fens, the new Museum of Fine Arts, the new Opera House, the new Symphony Hall and the beautiful new hall of the Horticultural Society, and situated almost directly across the street from the Public Library, the college home is in the artistic and literary centre of Boston.

THE Emerson College has an excellent reference library. The books are carefully selected with a view to the needs of the students and the specialized work pursued. Students have access, free of charge, to the Boston Public Library, and its many branches. The Boston Art Museum is free to students. This contains a large number of rare and beautiful works of art by the great masters of sculpture and painting, and has a department of archæology and antiquities which has but few equals. The earnest student will find a liberal education in the literary, historic, and artistic advantages offered by Boston and vicinity, aside from the special benefit to be derived from a course pursued in any of its schools.

Requirements for Admission

APPLICANTS for admission are required to present two or more testimonials of good moral character from persons of recognized standing. They must present certificates of scholarship and standing from the schools most recently attended. In cases where the certificate is not pre-

sented, or is not conclusive evidence that the candidate has attained the standard prescribed, an entrance examination will be required.

Should the applicant be unable to present the required certificate, he may, nevertheless, at the discretion of the officers of the college, be admitted to the regular classes as a probationary student on the condition that his deficiencies be made up by extra study. Under no circumstances, however, will a student whose entrance requirements have not been made up be considered as eligible for graduation.

For admission to the Freshman Class as a regular student credentials must be presented from an accredited high school certifying to the equivalent of four years of work, equalling fifteen units. Applicants presenting fifteen units, as noted below, which is the minimum for admission, may enter the Freshman Class without examination; and if able to hold their grade during the first semester will be considered as regular members. Requirements for admission are

English 3	History 1
Languages 2	Science 1
Mathematics 2	Elective 6

Total 15

Students of maturity and ability who have not completed high school requirements, may, by outside study, complete not more than a year of high school work while pursuing the regular course, and, on presenting satisfactory evidence that all deficiencies have been made up, be permitted to graduate with their class.

Deficiencies in preparatory work may be made up under skilled instructors at reasonable rates, while the student is pursuing the regular courses of the college.

Requirements for Graduation

Degrees

An Act

To authorize the Emerson College of Oratory to grant the degree of Bachelor of Literary Interpretation.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Section 1. The Emerson College of Oratory may grant the degree of Bachelor of Literary Interpretation to students properly accredited and recommended by a majority of its trustees; provided, however, that the course of instruction furnished by the corporation shall occupy not less than four years, and that no such degree shall be granted to any person who has not taken said full four years' course, or a course in some other institution of learning and in said Emerson College of Oratory, which a majority of said trustees shall consider the equivalent of said four years' course.

Requirements for Degree of Bachelor of Literary Interpretation.

Fifteen units of credit above the eighth grade of approved secondary school work are required for admission to college standing. A "unit of credit" represents at least four recitations per week for a school year of not less than thirty-two weeks.

Completion of the full college course of four years embracing the studies of the seven groups (see p. 18) including a minimum of 2,650 hours of classroom work is required of applicants for the degree.

Exchange of Courses with Boston University

An arrangement has been effected with the School of Education of Boston University by which students in either institution may have the advantage of certain courses in the curriculum of the other. This enables students of the Boston University School of Education to fulfil the conditions necessary to obtain from Emerson College the degree of Bachelor of Literary Interpretation, and enables students matriculating at Emerson College, who pursue a prescribed course of four years in both colleges, to receive from the Boston University the degree of Bachelor of Education.

Advanced Standing

Graduates of colleges of the first rank may be given credit for work previously accomplished, and thus be able to complete the course in two years.

Graduates of other schools of expression, and students who have pursued advanced courses in oratory and elocution, may also apply for advanced standing. In every instance the applicant is required to present credentials covering the work for which credit is asked, and may be required to submit to an examination before a committee of the faculty.

While it is desirable to take four years to complete the prescribed course, a student may by carrying extra class hours during his course, and by availing himself of the special Spring and Summer sessions complete the required work in three calendar years. Only students of maturity and exceptional ability will be permitted to undertake the extra work involved in so intensive a course of study.

Every applicant for a degree or diploma must complete at least two full years of work as a *resident* student of Emerson College.

Diploma of Graduation

Students who have completed a high school course, or its equivalent, and who have also completed the full course, embracing the studies of the seven groups, including a minimum of twenty-six hundred and fifty hours, and have passed satisfactory examinations are eligible to receive the Diploma of Graduation.

More liberal credits are allowed in advanced standing to candidates for the Diploma of Graduation than are permitted under the law appertaining to degrees.

The Professional Certificate

Students who do not desire to spend the time necessary to obtain the degree of "B. L. I." and who are not seeking the professional preparation of the teacher, or the broader academic and cultural work offered by the college, may become candidates for the "Professional Certificate." The course leading to this certificate is three years in length (2000 hours). Conditions for obtaining "advanced standing" are similar to those pertaining to the course leading to a diploma. Completion of a high school course or its equivalent will not be insisted upon as a prerequisite for a certificate. This course will be attractive to students who desire exclusive preparation for the lecture platform, the dramatic stage, and the various forms of public entertainment.

Special Students

Applicants who, instead of taking the regular prescribed courses for graduation, or for the Professional Certificate, desire to pursue elective studies as "special students" will be required to give evidence satisfactory to the faculty that they are qualified to sustain themselves in the classes which they desire to enter, and that they have attained a grade of scholarship equal to the average standing of the regular students in those classes. Special students are under the charge of a committee of the faculty, and are subject to all the regulations of the college.

Regulations

A DEFINITE educational purpose on the part of all students is assumed. The college traditions stand for moral responsibility and earnest co-operation. The regulations are few and fundamental. No student will be received who fails to submit satisfactory letters certifying to his moral character. Any student who neglects the work of his class, or shows that he has no proper appreciation of his opportunities, or whose presence and influence are harmful to the institution, may be excluded at any time from the work of the college. In case of required withdrawal, no money will be refunded.

Both regular and special students are under charge of a Committee of the Faculty. Each student is under the particular supervision of a member of this committee, who acts as his adviser. All students while pursuing courses at the institution are required to comply with such fundamental rules for their government as may be prescribed by the Officers of Supervision.

Every Freshman and special student, upon entering, is required to matriculate and submit his choice of studies to his Adviser, under whose general supervision his work is to be carried on.

After registration, which is required of all students at the beginning of each scholastic year, each student must submit his registration slip to the Treasurer and pay his tuition, or give satisfactory security for the payment of his term dues. He will then receive a card admitting him to a given course. Students will not receive instruction until they have secured these cards. Tuition paid for instruction, which a student,

because of illness, has not received, will stand to the credit of said student until he is able to return and re-enter the classes. No money will be refunded except in cases of twelve months' illness.

Conferences between the Dean and representatives chosen by the several classes will be arranged each term, in order that matters of interest to the classes may be brought formally or informally before the officers of the college for consideration, and the heartiest co-operation secured between the student body and the Faculty.

General examinations of all pupils are held at the end of each half-year by members of the Faculty in each department. A careful record of the progress of each pupil is kept, and, together with the examinations, determines the standing of the pupil for promotion or graduation.

Presence at morning chapel exercises is required of all students in the regular course.

Students are required to be prompt and regular in their attendance upon all classes in the courses upon which they have entered. Absence from class must be satisfactorily explained to the teacher in charge. A record of attendance will be kept, and lost lessons must be made up. It is hoped that parents and guardians will concur with the Faculty in their opinion of the inexpediency of granting leave of absence except for extraordinary reasons.

All matters of college business must be arranged at the office and not with teachers.

No regular students are permitted to take work in or visit classes in advance of those in which they are graded.

Students who desire medical advice should apply at the office where they will be directed to reliable doctors for consultation.

Patrons and friends of the school are cordially welcomed. They must register at the office, however, before being admitted into the classes. Students are not permitted to take visitors into classes and recitations, but are required in all cases to introduce them at the office, whence they will be conducted to classes, and be shown every courtesy.

Tabulated View of Groups and Courses

Freshman Year	Hours per week	Sophomore Year	Hours per week	Junior Year	Hours per week	Senior Year	Hours per week
Opening Exercises	4	Opening Exercises	4	Opening Exercises	4	Opening Exercises	4
II 1 Acoustics	1	I 1 Oratorical Delivery	1	I 2 Bible & Hymn Read.	1	I 5 Debate	1
II 3 Articulation	1	I 3 Extemp. Speaking	1	I 5 Debate	2	II 4 Voice Technique	1
II 4 Vocal Technique	2	I 4 Forensic Oratory	1	I 7 Public Speaking	1	II 5 Expressive Voice	1
II 5 Expressive Voice	1	II 3 Articulation	1	I 8 Story Telling	1	III 4 Critical Analysis	1
III 1 Evol. of Expression	5	II 4 Vocal Technique	1	II 4 Vocal Technique	1	IV 5 "Twelfth Night"	1
III 5 Recitals	2	II 5 Expressive Voice	1	II 5 Expressive Voice	1	IV 5 "Othello"	1
IV 1 Platform Deport.	1	III 2 Philos. of Expression	1	III 3 Advanced Interpret.	3	IV 6 "The Rivals"	1
IV 2 Pantomime	1	III 3 Advanced Interpret.	2	III 5 Recitals	2	IV 8 Dramatic Art	1
IV 3 "Hamlet"	1	III 4 Critical Analysis	1	IV 4 "Romeo & Juliet"	2	IV 9 Impersonation	1
IV 3 Macbeth	1	III 5 Recitals	2	IV 4 "Taming of the Shrew"	1	IV 10 Lyceum Course	1
V 1 Anatomy	1	IV 2 Pantomime	1	IV 7 Dramatic Training	2	IV 11 Private Lessons	1
V 3 Physical Culture	2	IV 3 "Mer. of Venice"	1	IV 13 Writing of Plays	2	IV 12 Study of Make Up	1
VI 1 Outline Hist. Lit.	1	IV 3 "Taming of the Shrew"	1	V 5 Phys. Cul. (Normal)	1	IV 13 Writing of Plays	2
VI 2 What is Literature?	1	V 2 Physiology	1	V 7 Educa. Gymnastics	2	IV 14 Children's Theatre	1
VI 12 Rhetoric	2	V 4 Phys. Cul. (Adv.)	1	V 10 Gesture	1	IV 15 Community Drama	
		V 6 Phys.Cul.(Aesthetic)	1	VI 5 Literary Criticism	1	V 5 Phys. Cult. (Normal)	1
		V 7 Phys. Cul. (Gymn.)	2	VI 8 Study of Kipling	1	V 9 Fencing	1
		V 10 Gesture	1	VII 2 School Management	1	VI 3 Hist. of the Drama	1
		VI 4 18th Century Lit.	1	VII 3 Normal Class	1	VI 6 Goethe's Faust	1
		VI 9 Study of Dickens	1	VII 5 Ethics	1	VI 7 Lyric Poetry	1
		VI 11 Versification	1		1	VI 10 Browning and Tennyson	2
		VI 12 Rhetoric	2			VII 1 Hist. of Education	1
		VII 4 Psychology	1				

From the courses of each year each applicant for a degree or for the Professional and Teacher's Diploma will elect twenty periods of work each week. None of these courses will be given unless elected by five or more students.

Read carefully Requirements for Admission and Requirements for Graduation, pages 11-13. The regular work of the College leading to a degree or to the Professional and Teacher's Diploma demands of each student a minimum of at least twenty-six hundred hours of class work.

A course of fifty private and individual lessons is given to each candidate for a degree or for the Professional and Teacher's Diploma who is during four years a resident student.

The Curriculum

THE methods of instruction of Emerson College differ fundamentally from those usually employed in teaching oratory. While many methods work for simulation of power, this method develops real power by cultivating those qualities of mind and heart which lie behind all expression, and which spontaneously create its requisite artistic forms.

There are seven general groups of studies, including about eighty courses, which may be designated as follows:

I. ORATORY
Public Speaking; Story Telling; Argumentation; Debate.

II. VOICE TRAINING
Voice Technique; Tone Expression; Vocal Physiology; Acoustics; Assembly Singing.

III. LITERARY INTERPRETATION
Evolution of Expression; Prose Forms and Poetic Interpretation; Critical Analysis.

IV. DRAMATIC AND PLATFORM ART
Shakespeare; The Poetic Drama; Practical Dramatic Training; Writing of Plays.

V. PHYSICAL TRAINING.
Anatomy; Physiology; Gymnastics; Expressive Physical Culture; Gesture.

VI. LANGUAGE AND LITERATURE
English Literature, Rhetoric and Composition.

VII. PEDAGOGY
Normal Training; Psychology; Logic; Philosophy.

The distribution of studies in the order of years will be seen in the following pages.

1. Oratory

PRESIDENT SOUTHWICK, MR. TRIPP, MR. KIDDER, MR. CONNOR, MRS. WILLARD

1. Oratory. Lectures upon the lives and times of the great orators; critical study of famous orations; sources of the essentials of public speaking; methods of leading orators; Declamation. [Second year.]

2. Pulpit Oratory; Bible and Hymn reading. [Third year.]

3. Extemporaneous Speaking. Discussions upon current events and topics from history, biography, and literature; arrangement and analysis; the use of anecdote; post-prandial speaking; the delivery of original orations. [Second year.]

4. Forensic Oratory. Principles of forensic delivery; application to the preparation of school orations and declamations. Practical drill in assigned material. [Second year.]

5. Debate and Principles of Argumentation. [Third and fourth years.]

6. Psychologic and Pedagogic Principles in the analysis of Oratory, Literature, Music, and other forms of Art, and their practical application in literary interpretation. [Fourth year.]

7. Public Speaking. Theory and practice in composition and delivery of speeches. A course for lecturers, preachers, lawyers, teachers and other public speakers. Analysis and criticism. [Third year.]

8. Story telling. Lectures on the purpose of Story Telling and Selection of Material; Adaptation of Stories and the Art of Telling the Story; Individual training in the interpretation and rendition of the story. Opportunities for practice will be provided in connection with social settlement activities, school and library centers. [Third year.]

11. Voice Training

MR. KIDDER, MR. KENNEY, MRS. SOUTHWICK
MISS McQUESTEN, MRS. WILLARD

1. Phoneties. The science of sounds in Language; anatomy and physiology of the vocal organs; study of Bell's Method of Visible Speech, the mechanical basis for accurate pronunciation in all languages; diacritical marks; relation of pitch to resonance, overtones. [First year.]

2. Analytic study of English pronunciation and enunciation by the aid of Visible Speech. How to deal with vocal defects, peculiarities, and impediments in speech. How deaf-mutes may be taught to speak. Application of the art of Visible Speech to the pronunciation of foreign languages. [Second year.]

3. Articulation. Freedom for the organs of speech; placement, accurate moulding of the elements of speech, pronunciation. [First and second years.]

4. Technical Vocal Training. Physiology and hygiene of the voice. Fundamental conditions of voice production; relation of voice to the nervous system. Breath control; development of resonance; placing of tones; purity; tone projection; flexibility; compass; smoothness; power and brilliancy of tone; freedom; eradication of faults in use of voice. [First, second, third and fourth years.]

5. Expressive voice culture; voice as an interpreter of mental states; tone color and form; sympathy; beauty; relation of voice to imagination and emotion. [First, second, third and fourth years.]

6. Assembly singing. General outline and drill in methods and essentials in mass singing and chorus organization.

III. Literary Interpretation

MR. TRIPP, MR. KIDDER, MRS. SOUTHWICK
MRS. BLACK, MRS. PUFFER, MISS SMITH,
MISS McQUESTEN, MISS WINN
MISS PENICK

1. Evolution of Expression. The sixteen progressive and graded steps through which the pupil may be brought to a realization of the criteria of the teacher. Study of selections from the great orators, essayists, dramatists, and poets, illustrative of these sixteen steps; the meaning of the steps and their relations and interdependence; drill work and application to the individual needs of the pupil. [First year.]

2. The Philosophy of Expression. Lectures upon the order of development of the powers of the human mind. The principle of evolution as illustrated in the history of art; significance of the "colossal," "effective," "realistic," and "suggestive" periods in art; laws of evolution as applied to the development of the powers of the orator; methods of developing these powers pedagogically considered. Lectures upon the higher criteria of criticism. [Second year.]

3. Advanced Interpretation. Expressive study of description and narration; epic and lyric and dramatic poetry, with special reference to the needs of the interpreter. Drill on the ten progressive steps of advanced criteria of expression. These steps follow logically the sixteen steps of the evolution. [Second and third years.]

4. Critical Analysis. Review of work and progress of the individual student. Personal criticism and guidance. [Second, Third and Fourth years.]

5. Recitals. Platform recitation for criticism. Music in selections; child impersonation; character delineations; dialect, humorous reading; writing of introductions. [First, second and third years.]

IV. Platform and Dramatic Art

PRESIDENT SOUTHWICK, MR. TRIPP, MR. BURNHAM, MRS. SOUTHWICK, MRS. BLACK, MISS SMITH, MR. McCABE, MR. CONNOR

1. Platform Deportment. Laws governing motion in the human body; correct sitting, standing and walking; entrance and exit; platform methods and traditions. [First year.]

2. Pantomime; elementary principles; correction of defects and mannerisms in bodily expression; study of emotion in its effect upon voice and gesture; facial expression. [First and Second years.]

3. Plot, character study, and interpretation of the plays of "Hamlet," "Macbeth," "The Merchant of Venice," and "The Taming of the Shrew." [First and Second years.]

4. Dramatic study of "Romeo and Juliet" and "The Taming of the Shrew." Presentation of scenes for criticism. [Third year.]

5. Interpretation and dramatic study of "Othello" and "Twelfth Night," with preparation and presentation of scenes from these plays for criticism. [Fourth year.]

6. Presentation of scenes from the Old English Comedies, with criticism and character analysis. [Fourth year.]

7. Practical Dramatic Training; life study; costumed pantomimes; grouping and tableaux; criticism of standard plays; make-up and costume; lighting and color scheme; stage management; rehearsals and performances. [Third year.]

8. Dramatic Art, Study of farce, comedy, burlesque, melodrama, tragedy; plot, character, incident, denouement; the technique of the drama; dramatic criticism; stage deportment; presentation of scenes and one-act plays. [Fourth year.]

9. Impersonation and Monologue; study and discussion of the artistic principles involved; practice. [Fourth year.]

10. Lyceum Course: The reader's technique; arrangement of programmes; dramatization of novels; choice, abridgment and adaption of selections for public reading. [Fourth year.]

11. Series of fifty private and individual lessons in platform art. [During course of four years.]

12. Study of make-up; theory and practice.

13. Writing of Plays. (*a*) Theory. Lectures on the technical requirements in the writing of a play; theme, plot, structure, characterization, dialogue. The principles and adaptation, and the relation of the drama to the novel and short story.

Class discussion and criticism of the plays written by students of the course. Conferences.

(*b*) Practice. Two pieces of work will be required from each member of the class: an adaptation in one act, and a one act original play.

This course will be limited to ten members. All applicants must submit an original play to Prof. Walter B. Tripp by August 1, 1921. All who take this course will be expected to take "IV-7, Practical Dramatic Training," or "IV-8, Dramatic Art," and "VI-1 History of the English Drama." [Third and fourth years.]

14. The Children's Theatre course in Production of Children's Plays includes adaptation of plays, coaching, designing, costumes, and study of children's plays. Correlates with writing of Plays, IV, 13, and Story Telling 1, 8. Open to Senior Class.

The Children's Theatre Company (from which actors for the plays are drawn) is open to all students of the college. This year the Company has had one hundred and fifty members and has produced over thirty-five plays in a period of twenty-five consecutive weeks. The Theatre plays each Saturday to a paid audience of from two to four hundred children, and enjoys the distinction of being the only Children's Theatre in this country with a weekly change of program.

IV. 15. Community Drama. (a) Theory. Lectures on play-producing and pageantry in their relationship to the community; artistic standards, educational by-products, and organization. (b) Practice. Two hours a week of field work, in the form of story-playing, play-producing and pageant work in the Boston settlements.

v. Physical Training

MISS RIDDELL, MRS. PUFFER, MISS SMITH
MISS SOUTHWICK

1. Anatomy. The skeleton and its articulations; muscular system; applied law of muscular activity as related to physical training. [First year.]

2. Physiology. The circulatory system; digestion; nervous system; lectures in hygiene. [Second year.]

3. Expressive Physical Culture. Exercises for poise, presence, and bearing, for grace and ease of manner, for the vital organs, for strengthening the centres while freeing the surfaces. Physical training in its relation to health and beauty; psycho-physical culture; harmonic movements; marching. [First year.]

4. Measurements; chest development; breathing exercises; personal hygiene. Exercises, and their effect upon the circulation of the blood and the nervous system. The Four Divisions of the Emerson Exercises in their relation to unity and expression. Ease in force; theory and practice; exercises for the vital organs. [Second year.]

5. Normal work. [Third and fourth years.]

6.* Aesthetic Dancing. Exercises in the fundamental positions. Harmonizing movements. Simple dances. [Second year.]

7.† Fundamentals of Physical Training. Talks and demonstrations on the principles and aims of gymnastics; the study of the various classes of exercises, their mechanics and progression, their physical, psychological and physiological effects. Personal hygiene, including health as a problem in vital economics; changes in the organism due to evolution and civilization, and the health problems arising therefrom; conditions necessary to the perfect state of the body and the activity of its various functions; causes of weakness, injury, degeneration, and disease; improvement of health and prevention of disease by hygienic means. Also practice of educational gymnastics, marching, games, etc., as in 8. [Second year.]

*Advanced Aesthetic and Folk Dancing in Special classes.

†Although Educational Gymnastics will form the basis of this course, other branches of physical training will be discussed in order that the pupil may acquire an intelligent conception of the correct place of every kind of gymnastic movement in an ideal scheme of physical education. While a student is furnished with a sound knowledge, his spontaneity, individuality and personal power are cultivated.

8.‡ Theory of and practice in the taking of measurements and the plotting out of charts; methods of teaching; construction and equipment of a gymnasium. Practice of educational gymnastics, including marching, tactics, free standing and apparatus movements, with practical application of the laws of progression; gymnastic games, including basketball. [Third year.]

9. Fencing. [Fourth year.]

10. Elementary Gesture. Physical exercises as a preparation for spontaneous gesture; responsive drill to establish ready co-ordination of mind and muscle; the distinction between the gesture of spontaneity and that of calculation; the physiology of gesture; the psychology of gesture. Philosophy and technique of gesture. The Delsarte criteria of gesture. [Second year.]

The translation of gesture at sight. Class and individual drill. The Art of Gesture. Analysis of the three kinds of gesture: descriptive, sympathetic or objectively-emotional, subjectively-emotional. The study of gesture in relation to the forms of literature classified according to their dramatic significance in oral interpretation. Rendering of selections, with criticism given especially to the gesture. [Third year.]

The Gymnasium Hall is fitted up with Swedish and German apparatus, and also with chest-weights, dumb-bells, wands and Indian clubs, etc., all the apparatus being arranged so that the floor can be cleared in a few minutes. There are toilet-rooms, bath-rooms, and dressing-rooms supplied with lockers.

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‡In this course, thorough scientific training will be given, fitting students to present the work in normal and high school gymnasiums. Physical examination records will be taken in order that exercises may be prescribed for the needs of each student. Gymnasium suits and shoes will be required. These can be procured at several of the Boston shops where a special reduction is made to Emerson students.

VI. Language and Literature

PRESIDENT SOUTHWICK, DEAN ROSS, MR. BLACK
MR. WARD, MR. TRIPP, MRS. SOUTHWICK

1. Outline History of English Language and Literature. [First Year.]

2. What is Literature? The early formative elements, the Celtic, Teutonic and Norman-French contributions; Chaucer, Spenser, Milton. [First year.]

3. History of the Drama. Early English dramatic forms; liturgical plays; miracle plays and mysteries; moralities; Elizabethan drama. [Fourth year.]

4. Eighteenth Century prose literature—Addison, Steele, De Foe, Swift, Johnson, Goldsmith. [Second year.]

5. Literary Criticism. Poetry as a fine art; elements of poetical expression; ballad and lyric poetry; Burns, Scott, Wordsworth, Shelley, Keats. [Third Year.]

6. A literary and critical study of Goethe's "Faust." [Fourth year.]

7. Development of lyric poetry (*First Semester*). Development of the novel (*Second Semester*). [Fourth year.]

8. Study of Kipling: critical and interpretative. [Third year.]

9. Study of Dickens; dramatization; also preparation of material for Dickens lectures, interpretative recitals and readings. [Second year.]

10. Browning, Tennyson, and Pre-Raphaelite Poets, with special emphasis upon the choice, arrangement and preparation of the reader's programmes. [Fourth year.]

11. History and Principles of English Versification. [Second year.]

12. English prose composition. Weekly drills that consist of (*a*) the study of principles as set forth in the text-

book, (*b*) inductive application of these principles to pictures and to selections from literature, (*c*) class discussion of this application with comparison of individual opinions, (*d*) the writing of themes or exercises embodying the points discussed, (*e*) correction of this work after marginal criticisms have been made. [First year.]

13. English Prose composition. The methods used in course 12 applied to the further study of the subject. [Second year.]

VII. Pedagogy

Normal Training, Philosophy and Psychology

MR. WARD, MRS. SOUTHWICK, MRS. BLACK
MISS SMITH

1. History of Education. Educational theories and systems from antiquity to the present day; the principal educators of each period; the influence of social and political conditions on education; educational aims and values; themes. [Fourth year.]

2. School Management. Conducting the recitation; discipline; class methods; correlation of studies; school visitation; reports and discussions; themes. [Third year.]

3. Normal course; practice in teaching and school management; practical class work conducted by Seniors under direction of the instructor. [Third year.]

4. *Psychology; Logic. [Second year.]

5. Ethics; Manners; Personal Development. [Third year.]

* Course 4 aims at giving the student a good elementary knowledge of empirical psychology from a thoroughly modern point of view. In the exposition of the subject the natural order of psychological development is followed, the various elements of the mental process being simply described and explained; and their relation to each other and function in the formation and growth of consciousness are shown. The psychological method pursued is that advocated and made use of by such representative psychologists as James, Royce, and others.

The Saturday Course

IN ADDITION to the regular work upon Saturdays, special classes are arranged for those who cannot attend the college on other days. The course includes training for the voice and body, the principles of reading and delivery, and methods of teaching. Work is given for clergymen, lawyers, teachers and students of other schools. There is also a special Children's class on Saturday mornings.

Evening Classes

Evening classes in Vocal and Physical Training, Reading, Oratory, Extemporaneous Speaking and Shakespeare, will be organized November 1, and continued for twenty weeks. Courses will be progressive, and credit for work accomplished will be given members who enter the regular college course.

This course is designed to meet the needs of business men, lawyers, teachers and others who cannot attend the day sessions.

Summer Sessions

1922

BOSTON	KNOXVILLE, TENN.
SIX WEEKS	SIX WEEKS
BEGINNING JULY 10	BEGINNING JUNE 12

MR. TRIPP, MR. McCABE, MR. CONNOR, MISS SMITH, MISS SOUTHWICK, MRS. DEWEY, AND ASSISTANTS

THE object of the summer session is to give an opportunity to professors, students, and teachers in public schools to become familiar with

the principles of voice culture, gesture, and analysis as taught in this college. It affords teachers of elocution an opportunity for the discussion of subjects of interest to them, while ministers and all professional students gain much in knowledge of the powerful and effective use of the voice.

Credit for work done in the summer sessions will be allowed to students who enter the regular courses of the college.

Advanced classes will be organized, and studies so arranged that those who attend during successive summers may follow progressive courses and enter upon new work from year to year.

Boston is a Mecca for summer visitors; its places of historic interest its libraries and museums, its literary associations, its beautiful suburbs, its refreshing sea breezes, and the varied attractions of its harbor excursions bring thousands of pilgrims from all parts of the country. Students attending the Summer Session and desiring to study music will find abundant opportunity to secure such instruction in private or class work.

The Southern Session will be held under the auspices of the University of Tennessee, at Knoxville, Tenn. Pupils will have the advantage of connection with a finely equipped summer school devoted to instruction in language, literature, the sciences, and the arts. The location of the University, 1100 feet above the sea, in the broad valley of East Tennessee, surrounded by mountains, is unsurpassed for healthfulness and inspiring scenery. The University buildings stand in the beautiful Barbara park of forty acres, shaded and grass-covered, extending over the crest and sides of a high hill on the north bank of the Tennessee river, and commanding a magnificent view.

For further information respecting the summer sessions, address the Dean.

Methods of Instruction

Class

WHILE in music and many other studies private teaching obtains the best results, in the study of oratory many years of experience have demonstrated that much better and more rapid results are obtained in class than in private instruction. Oratory is essentially a social matter, and can never be acquired in solitude.

All the drill work of the college is given in small classes, so that, notwithstanding the size of the institution, such is the number of its instructors and class-rooms, and such is the arrangement of its courses, that each student has the benefit of as much individual attention as could be afforded by a small school of inferior equipment, and, moreover, enjoys the advantage of work with the large staff of able specialists.

While Emerson College is the largest institution of its kind in the world, each pupil receives the instruction best fitted to meet his particular needs. The individual and not the class is the unit.

Written examinations and other tests of proficiency will be given in all subjects at the end of each year, and, in most departments, during each term.

Private

Each four-year student who is a candidate for the Degree or Diploma of Graduation will receive, in addition to class instruction, fifty private and

individual lessons. These will be given at such times and upon such subjects as, on consultation with the Faculty Advisers, are found most largely helpful to the personal development of the student. This special and personal teaching is not extra, but is included in the tuition of the courses. Thus the students have all the advantages of both class and private instruction. No lesson lost through non-payment of the term tuition, absence, or failure to keep appointment will be made up.

Recitals*

RECITALS are held regularly every week during the entire course, the students of all classes reciting from their repertoire before their classmates. This work is in charge of the Faculty, and is designed to test the progress of the student in the regular class-work and to afford additional opportunities for platform practice. Members of the third and fourth year classes give their recitals before audiences of several hundred. In these public performances they gain confidence in themselves, and actual experience in appearing before and entertaining large gatherings.

Readers and Lecturers

GRADUATES are very prominent before the public as readers and lecturers. At least fifty, during the last season, have been given lead-

*A catalogue of selections for recitation may be obtained by writing to Mr. Robert Howes Burnham, Emerson College, Boston 17, Mass.

ing places in the companies under the management of the entertainment bureaus of this and other large cities.

Managers of Lyceums, concerts and lectures, may secure the services of lecturers and readers on application to the Dean. The constant demand for readers in the city and vicinity gives opportunities for practice to properly qualified students.

Teachers

EMERSON COLLEGE graduates are teaching in leading institutions in all parts of the United States and Canada. During the past year many positions in high and normal schools, seminaries, academies and colleges have been filled by graduates of Emerson College.

The call for trained teachers in expressional English is increasing, and a most gratifying answer is thus made to the higher requirements for admission and the severer work required during the course.

Agencies and institutions desiring teachers will be put in communication with eligible candidates on application to the Dean.

College Activities

ONE of the strong influences of the college is the Emerson Christian Association. The object of this Association is to develop Christian

character and to accomplish active Christian work. Devotional meetings are held on Friday at 2 p.m. each week at the college. Prominent pastors and other religious workers speak at these meetings; there is also an opportunity to hear good music. The Association gladly welcomes all new students and wishes to be of service to each.

The Emerson College Dramatic Club was organized to create higher artistic standards for school and college dramatics, and to form a nucleus for organizations for out-of-door and in-door plays for lyceum, chautauqua and college entertainment.

A Canadian Club, a Southern Club, and several state and local organizations, serve to draw students of various localities into closer union.

The Emerson College Quarterly

THE Emerson College Quarterly is issued by the Magazine Association. Its general purpose is to raise the standard of instruction in oratory throughout the country by bringing it into line with the most approved pedagogical methods. It also aims to elevate the literary character of the reading-platform, so that recitals shall become recognized as a vital interpretation of our best English and American authors. It publishes contributions from teachers, authors, graduates and friends of the institution; criticisms of standard and current literature, especially that suitable for platform work; and news of interest in and about the college. Four numbers are issued during each scholastic year.

Cost of Instruction

THE scholastic year is divided into two semesters of sixteen weeks each

Cost of each semester of attendance. (twenty periods per week)	$90.00
*Extra periods beyond the twenty required of regular students, per year	10.00
Pupils on Saturdays only, during the year	50.00
Evening School	30.00 to 50.00
Boston Summer School	35.00
Spring Session	25.00
Diploma or Certificate fee	10.00
††Physical examination fee	5.00
Gymnasium (elective course)	5.00
†Application fee	
For boarding students (page 37)	15.00
For day students	5.00

No member of the college may receive any private instruction unless his term bills have been paid. Lessons lost through delay in the payment of tuition, sickness or absence of the pupil will not be made up.

There are no fees but those mentioned in "Cost of Instruction." All books and stationery may be purchased at the college.

Tuition must be paid in advance. Students are not allowed to remain in classes when term bills are not paid promptly. No tuition will be refunded except in case of twelve months' sickness.

*A "Period" is one recitation per week for the school year.

†The Application Fee is required of all students electing ten or more periods: It includes subscription to the College Quarterly and admission to general lectures, and to the annual course of evening recitals by leading platform artists.

††Required of all regular students.

College Residences

The Emerson College Residences, Southwick, Ross, Willard, and Hicks Halls, are located on Commonwealth Ave., Beacon and Newbury Streets, in the best residential section of the Back Bay. In these homes students enjoy all the pleasures and privileges of college life under the protection of a well-regulated home; a resident matron being in charge. The prices of room for thirty-five weeks and board for thirty-two weeks vary from $400 to $504. Board will not be furnished to students remaining in the dormitories during the Christmas and spring vacations. These charges include all expenses for furniture in room; heat; light; and one pair of blankets, but do not include rugs; open fires; laundry; and lunches from Monday to Saturday. There is a tea room in the college building where lunches may be purchased during the week. Towels, and bed linen for single beds, puffs, or extra blankets must be provided by the student. Board and room rent are payable quarterly in advance.

The Dormitory Calendar for 1922-23 is as follows:

First quarter, payment due September 1st, runs from September 23rd to November 25th.

Second quarter, payment due November 1st, runs from November 25th to January 27th.

Third quarter, payment due January 1st, runs from January 27th to March 24th.

Fourth quarter, payment due March 1st, runs from March 24th to May 26th.

No refunds for less than a quarter's absence occasioned by illness.

The student may not come to the dormitories before the Saturday previous to registration day as fixed by the college catalogue, (page 8). The first dinner will be served on Saturday night. Applications will be filed in the order of their receipt. Assignments will be made during the month of June, but applications will be considered later as vacancies may occur.

Every application for a dormitory reservation must be accompanied by a fifteen dollar ($15) deposit (see page 35); otherwise it will not be registered. If application is not accepted the amount of deposit will be refunded. Reservation fee will not be refunded to a student to whom an assignment has been made, unless notice of withdrawal is given to the college before August 15. Any applicant giving up her assignment later than September 1st will be held responsible for the reservation for the first quarter. Any student withdrawing after the opening of a semester will be held responsible for the payment *of room and board for the remainder of the semester.* Students who are obliged to withdraw should notify the college office at once. The reservation will be sub-let, if possible, in which case the student who has withdrawn will not thereafter be held responsible.

Students

Post Graduate Class

Baird, Ruth Margaret
Pennsylvania

Dewey, Marjorie Kinne
Massachusetts

Esmond, Alice Love
New York

Grover, Olive Rockwell
Massachusetts

Hesse, Eva Holzner
Rhode Island

Hue, Evelyn Frances
Canada

Hynes, Mary Helen
Georgia

Jack, Mary Abegail
Pennsylvania

Sickels, Grace W.
New York

Walker, Alice Lillian
Maine

Senior Class

Angel, Irene
Texas

Ball, Ruth Gardner
Ohio

Beers, Myra Lois
Massachusetts

Bonyman, Marion Alma
Massachusetts

Brehm, Irene
Pennsylvania

Bryan, Earl Charles
Kansas

Davis, Hazel Lillian
West Virginia

Donoghue, Margaret
Massachusetts

Estes, Rowena
Oklahoma

Fisher, Elaine Helen
Massachusetts

Flower, Elinor Bryant
New Hampshire

Gibson, Clara Langley
New York

Hall, Marguerite
Michigan

Hart, Marion Louise
New York

Hess, Ruth Leslie
Pennsylvania

Hicks, Edna Lucile
Washington

Ikeler, Rebecca Conner
Pennsylvania

Jackson, Eugenie C.
Nevada

Jacobson, Gladys
North Dakota

Jaques, Marjorie
California

Karotkin, Dora
Texas

Kelley, Ruth G.
Massachusetts

Kopelman, Sarah
Connecticut

LeBarr, Georges Henri
Massachusetts

Lemon, Alice Marie
Wisconsin
Lynn, Klonda
North Dakota
McBrown, Gertrude Parthenia
Massachusetts
McIntyre, Margaret Maude
Canada
Moore, Feroll Claire
Florida
O'Brien, Eileen Marcella
Massachusetts
Ochee, Venus Charlotte
Massachusetts
Pearce, Maurine
Texas
Powery, Aaron O.
Washington
Rebhun, Elizabeth
Massachusetts
Richards, Dorothy Cynthia
Massachusetts
Siu, Wai Sheung
China
Sowers, Bonnie VanDenburgh
Pennsylvania
Thomas, Irene Washburn
New York
Townsend, Gertrude
New York
Wolcott, Grace Evelyn
Iowa

Junior Class

Allen, Ruth
Texas
Arey, Mabel Louise
Massachusetts
Barnes, Oneita Patton
Ohio
Barnett, Esta LeRoi
Massachusetts
Bassette, Ruth Candee
Connecticut
Biggers, Alice Geraldine
Arkansas
Braly, Marian
New Jersey
Canavan, Edith Marguerite
Massachusetts
Caswell, Dorothy
Massachusetts
Clark, Anna Laura
Iowa
Clark, Genevieve
Ohio
Combs, Inez
Indiana
Currie, Nadine
New York
Davis, Mary Frances
Ohio
Elston, Millicent Virginia
Virginia
Ericsson, Lillian Mildred
Illinois
Freed, Martha Belle
Tennessee
Gracey, DeEtte Aileen
Iowa
Grant, Jessie Ulrica
Massachusetts
Hayhurst, Cathleen Hope
North Dakota
Heath, Helen Hazel
Connecticut
Hillyer, Maree Gertrude
Pennsylvania
Hueston, Frances Lavinia
Maine
Hurlbut, Mary Elizabeth
Kansas

Joralemon, Charles Edward
Pennsylvania
King, Helen Marie
Pennsylvania
Leith, Dorothy Eveline
New York
McLane, Lucy Neely
Colorado
Meserve, Charlotte Barber
New Hampshire
Myers, Alice Elaine
Massachusetts
Nelson, Vesta Irma
Massachusetts
Noyes, Natalie Valleau
Vermont
Plaisted, Doris Winifred
Maine
Reid, Mary Emily
Ohio
Robinson, Alle Morris
Iowa
Robinson, Dorothy H. P.
Maine
Rodney, Myrrl
Missouri
Santayana, Silvio
Rhode Island
Scott, Frances Aurilla
Massachusetts
Seaber, Emily Louise
Massachusetts
Seaman, Ruth Chapman
New York
Seawell, Meade
North Carolina
Sleeper, Dorothy Virginia
New York
Stapleton, Ellen Mary
New York
Stewart, Mary Vernita
New York
Stockton, Louise Mina
Texas
Terwilliger, Eugenia Gordon
New York
Walsh, Mary Frances
Massachusetts
Wanberg, Ada Victoria
Iowa

Sophomore Class

Batchelder, C. Wesley
Massachusetts
Bates, Florence Signor
Massachusetts
Blume, Kathryn Maude
Illinois
Bussart, Leone
Illinois
Bussell, Arline Helen
Massachusetts
Clarke, Vesta Leroy
Massachusetts
Cobb, Marion Evelyn
Maine
Connors, Nora Agnes
Massachusetts
Cooper, Mary Louise
Georgia
Danforth, Mary
Maine
Debendarfer, Madge Virginia
West Virginia
Demuling, Marie Margaret
Pennsylvania
Diven, Harriet Elizabeth
Pennsylvania
Dow, Margaret Stelle
Massachusetts
Dow, Theresa Mae
Maine
Dowling, Adele Neill
Connecticut

Dowling, Mary Sheppard
Connecticut
Dunkel, Anna Mae
Pennsylvania
Ellis, Ceinwyn Blanche
Tennessee
Embry, Ernest Francis
Oklahoma
Evans, Thelma Merle
New York
Fernandez, Gladys Alberta
Massachusetts
Forrester, Mildred Emma
Massachusetts
Gwin, Edith Hovey
Massachusetts
Hamilton, Jessie Elgin
Oklahoma
Harrington, Sara Elisabeth
Pennsylvania
Hughes, Hazel May
Connecticut
Hunter, Sarah Harding
Massachusetts
Hutchinson, Ruth Carlotta
New York
Kelchner, Kathryn Marie
Pennsylvania
Kindley, Mildred Martha
Texas
Kraft, Helen Gould
West Virginia
Leger, Edith Isabel
New Hampshire
MacLaren, Margaret Reid
New York
Merritt, Mary Jo
Georgia
Nash, Catherine Martha
Iowa
Nicol, Kathryn Francies
Pennsylvania
Oberdorf, Alice Sophia
Pennsylvania
Peck, Gracia Haven
New York
Plank, Alletta Kathryn
North Carolina
Plastridge, Amy Marie
New Hampshire
Potter, Ruth L.
Pennsylvania
Ralston, Anna Mayburry
West Virginia
Shedd, Winifred Chandler
Massachusetts
Simonds, Viola Mae
Massachusetts
Strout, Phila Emily
Massachusetts
Taylor, Dorothy Dodge
Massachusetts
Treadwell, Hazel Clara
Vermont
VanNess, Elsie Eaton
New Hampshire
Walch, Ruth Dunsmore
Rhode Island
Westcott, Evelyn Davis
Massachusetts
Williams, Kathrena
Illinois

Freshman Class

Alling, Melba Jane
Massachusetts
Anderson, Mary Consuelo
Georgia
Barclay, Marian Whittick
New Jersey
Berkowitz, Miriam
Massachusetts
Botsford, Mary Cynthia
Vermont
Boyce, Virginia
Massachusetts
Brown, Helen Anita
New Hampshire
Casey, Mary Helena
Massachusetts

Chambers, Audrey Corrine
Ohio
Clark, Helen Lois
North Dakota
Cook, Helena Elizabeth
New York
Coulter, Maude
Illinois
Cramer, Dora Vera
Connecticut
Crane, Eleanor Mary
New York
Cummings, Ruth Rosalyne
Massachusetts
Davoren, John Larkin
Massachusetts
Durant, Josephine Carmalita
Massachusetts
Dusenbury, Mary Hodges
Maryland
Fenn, Catharine Rita
Massachusetts
Finer, Mildred
Massachusetts
Ford, Mildred Eveleen
Massachusetts
Fraser, Mary Carlyle
New York
Ginsburg, Florence
Massachusetts
Ginsburg, Sadye
Massachusetts
Gotz, Frances
Massachusetts
Halsey, Seth Cabell
Colorado
Hill, Dora Eloise
New York
Hiller, Gladys Belle
Connecticut
Hoskins, Matilda Byrd
West Virginia
Hunter, Kenneth William
Connecticut
Hutchins, Myrtle Edwina
Massachusetts
Iszard, Christine
Delaware
Jones, Zepherine
Vermont
Kelson, Arabelle Judith
Massachusetts
Kerwin, Hannah Trenholm
Rhode Island
Ladrigan, Florence Marie
Massachusetts
Lovelass, Musette
Pennsylvania
Luers, Rena Victoria
Minnesota
McCarthy, Juliette Malita
Massachusetts
McClung, Evelyn Atchison
Pennsylvania
MacIntyre, Claire Louise
Massachusetts
Manning, Lena Mabel
New Hampshire
Metcalf, Mildred Rowe
Massachusetts
Miller, Evelyn Pearl
New Jersey
Munroe, Gladys Alice
Massachusetts
Myer, Maree Alice
Ohio
Nolan, Margaret Rita
Massachusetts
O'Bryan, Gertrude Hattie
Rhode Island
Proctor, Kathryn Johnson
Massachusetts
Ready, Mary Winifred
Massachusetts
Reynolds, Geraldine Ruth
Vermont
Rich, Ethel Sylvia
Massachusetts
Richardson, Frances Anita
New York
Roberts, Mary Lloyd
Vermont
Ronay, Eudora Henrietta
Pennsylvania
Scagel, Ethel Reid
New York
Schneider, Evelyn Lenora
Massachusetts
Shaw, Alice Gertrude
Illinois

Sheldon, E. Hortense
Massachusetts
Shockley, Virginia Alden
Massachusetts
Silverstein, Lillian Ruth
Massachusetts
Simons, Evelyn
Massachusetts
Smart, Agnes Cecelia
New Hampshire
Smith, Mary Evelyn
Massachusetts
Smyth, Beatrice Slate
Massachusetts
Speckman, Kathryn Emma
Ohio
Stafford, Katherine
Texas
Tallman, Doris Louise
New York
Tresslar, Sydney Merle
Alabama
Tyler, Corris Lorraine
Pennsylvania
Uttley, Gladys Arlane
Massachusetts
VanAmburg, Erna Winifred
Maine
Webb, Amy
Massachusetts
Wehner, Esther Inga
Massachusetts
Woolridge, Elizabeth Alice
Pennsylvania
Zwick, Sara Rhea
Ohio

Specials

Bowe, Helen
Massachusetts
Bush, Dorothy Lillian
Maine
Cohen, Edith
Massachusetts
Conway, Lillian Gertrude
Massachusetts
Curtis, Elizabeth Burley
Massachusetts
Dillard, Antoinette Mary
Georgia
Drury, Elisabeth Small
Massachusetts
Eduardo, Arroyo Lameda
Venezuela
Estes, Mary Ellen
Georgia
Foley, Irene M.
Massachusetts
Franzell, Kathryn Mitchell
Pennsylvania
Gibson, Theodore Flanders
Massachusetts
Hayes, Hilda Rose
Massachusetts
Holland, Miriam Ramsay
Canada
Horner, John Keene
Oklahoma
Hurvitz, Nathan Noah
Massachusetts
Jones, Rosamond
Massachusetts
Kramer, Edith H.
Massachusetts
Lantz, Marian Gertrude
Massachusetts
Lynch, Margaret Agnes
Massachusetts
Makushin, George Alexis
Massachusetts
Mallard, Mary Margaret
Massachusetts
Markwett, Anna Florence
Massachusetts
Marston, Caroline Elizabeth
New Hampshire

Mendelsohn, Eva
Massachusetts
Paul, Ruth Josephine
Massachusetts
Quanjer, Annie
New York
Reed, George Whitehouse
Massachusetts
Schuette, Ethel Emma Clara
North Dakota
Schuette, Luella Olive Ida
North Dakota
Scott, Anna Elizabeth
Massachusetts
Solovich, Sadye
Maine
Teague, Alice McKevett
California
Upham, Thomas Carlton
Massachusetts
Waldron, Yvonne Belinda
Massachusetts
Wallis, Arthur Charles
New York
Whitehead, Florence
Texas
Wong, Winnie
China

Saturday Class

Alcott, Florence Louise
Massachusetts
Altshuler, Cynthia E.
Massachusetts
Ames, Verna Beatrice
Massachusetts
Bliss, Edna Nash
Massachusetts
Bliss, Mabel Fessenden
Massachusetts
Bruington, Ila Stuart
Illinois
Carpenter, Edythe Margaret
Massachusetts
Clement, Matilda
New Hampshire
Gerrier, Natalie Mary
Massachusetts
Goldsmith, Beulah
Massachusetts
Jacobs, Anna Dorothy
Massachusetts
McCarthy, Mildred Kathleen
Massachusetts
Redish, Hazel Eleanor
Massachusetts
Rosenberg, Eva Sybil
Massachusetts

Evening School

Aguere, Rita Wilbur
Massachusetts
Bakalar, Rose Esther
Massachusetts
Bayard, Anna
Massachusetts
Blankendorn, Margaret Elinor
Massachusetts
Beale, Harold Edwin
Massachusetts
Briggs, Freda M.
Massachusetts
Briggs, Maude Frances
Massachusetts
Burke, Lillian Elizabeth
Massachusetts
Carrier, Edith Irene
Massachusetts
Cohen, Dora Arkin
Massachusetts
Colin, Frances McKinnon
Massachusetts
Collier, Lucille
Massachusetts
Collins, Mary Theo
Massachusetts
Connelly, Madeleine
Massachusetts

Copithorne, Stanley Willard
Massachusetts
Coulter, Adelaide Faith
Massachusetts
Coulter, Ruth Esther
Massachusetts
Dana, Florence Beatrice
Massachusetts
Davidson, Kathleen Elizabeth
Massachusetts
Donahue, Frederic William
Massachusetts
Dowd, Rosanna Mary
Massachusetts
Ehrenclou, Alfred H.
Massachusetts
Gallagher, Edward James
Massachusetts
Hamlin, Leonard F.
New Hampshire
Hines, Mary W.
Massachusetts
Hodgkinson, Teresa
Massachusetts
Howland, Gladyce L.
Massachusetts
Hunt, Marion Ida
Massachusetts
Hynes, Helen Louise
Massachusetts
Kenney, Alice Mary
Massachusetts
Laplante, Cora
Massachusetts
Levin, Celia
Massachusetts
McCarson, Katherine Veronica
Massachusetts
McGonagle, Emily Evelyn
Massachusetts
McKinnon, Margaret L.
Massachusetts
McLaughlin, Anna Cecelia
Massachusetts
Mahoney, Anna Virginia
Massachusetts
Mann, Harry Watt
Massachusetts
Marshall, Francie Walter
Massachusetts
Miln, Kathryn Louise
Massachusetts
Miner, Laura May
Massachusetts
Muldowney, Katherine I.
Massachusetts
Nicholson, Julia Wildes
Massachusetts
Nickerson, Esther
Massachusetts
O'Connell, Constance Regina
Massachusetts
Osgood, James Whitman
District of Columbia
Peardon, Cora Horatia
Massachusetts
Porter, Sarah Caroline
Massachusetts
Portner, Shirley
Massachusetts
Price, Esther Gasking
Massachusetts
Quinn, Agnes
Massachusetts
Quinn, Gertrude
Massachusetts
Reed, Harold Whitman
Massachusetts
Robb, Mildred
Massachusetts
Roosor, Dorothy
Massachusetts
Sheehan, Elizabeth E.
Massachusetts
Soufras, Avyerinos Nicholas
Massachusetts
Story, Sarah Ellen
Massachusetts
Stromquist, Lillian E.
Massachusetts
Tongberg, Florence Elvira
Massachusetts
Varkas, Alexander
New Hampshire
Wolfson, Esther Frances
Massachusetts
Worshofsky, Ida
Massachusetts

Spring Course

Baker, Mae Hannah
New York
Barrington, Beatriz
Iowa
Bates, Florence Signor
Massachusetts
Beers, Myra Lois
Massachusetts
Bryan, Earl Charles
Kansas
Clark, Genevieve
Ohio
Currie, Nadine
New York
Davis, Hazel Lillian
West Virginia
Donoghue, Margaret
Massachusetts
Dunsmore, Ruth
Missouri
Estes, Mary Ellen
Georgia
Fernandez, Gladys
Massachusetts
Gibson, Clara Langley
New York
Harrington, Sara Elisabeth
Pennsylvania
Hillyer, Marie Gertrude
Pennsylvania
Jackson, Eugenie
Nevada
Karotkin, Dora
Texas
Kelley, Ruth G.
Massachusetts
King, Helen Marie
Pennsylvania
Kopelman, Sarah
Connecticut
Moore, Feroll Claire
Florida
Oberdorf, Alice Sophia
Massachusetts
O'Brien, Eileen Marcella
Massachusetts
Pearce, Maurine
Texas
Rebhun, Elizabeth
Massachusetts
Richards, Dorothy Cynthia
Massachusetts
Sharpe, Catherine
Alabama
Siu, Wai Sheung
China
Sparling, Pearl Odetta
Canada
Trolander, Evangeline
Minnesota
Wellington, Barbara
Massachusetts

Summer Session

Adams, May Belle
Massachusetts
Bagley, Mrs. Tom
Tennessee
Bates, Florence Signor
Massachusetts
Beard, Hazelle N.
Georgia
Bishop, Lola Lorraine
Michigan
Blackwood, Mattie Love
Georgia
Boyson, Maybelle Margaret
Minnesota
Breckenridge, Mary C.
Massachusetts
Brooks, George Edward
Massachusetts
Carelock, Lessie
Georgia

Casey, Alma
Massachusetts
Churchill, Eva Hammond
Massachusetts
Clark, Genevieve
Ohio
Clark, Inez Elizabeth
Ohio
Cooley, Florence M.
Florida
Cornelison, Edith
District of Columbia
Cummings, Mary Stanley
Maine
Cummins, Maud Braddock
District of Columbia
DeBellis, Ruth McKay
Massachusetts
Dudley, Mrs. A. F.
Tennessee
Ezell, Edna Elaine
Texas
Falligant, Louise Strong
Georgia
Fernandez, Gladys Alberta
Massachusetts
Fownes, Marjorie Kirk
Massachusetts
Gergory, Geraldine Shelton
Missouri
Guerrero, Alberto Lobo
South America
Harris, Esther
Florida
Hathaway, John Harold
Michigan
Hoffman, Isabelle Cora
New York
Hutcheson, Floe Tarkington
Texas
Jack, Eleanor Wade
New York
Jackson Eugenie C.
Nevada
Jacobson, Helen Penelope
New York
James, Florence Robertson
New York
January, Viva Morton
District of Columbia
Jourdan, Lucy
Mississippi
Joyce, Alice Louise
Massachusetts
Karotkin, Dora
Texas
Keohane, Helen Marie
Massachusetts
Kingsbury, Nella
North Dakota
Krause, Lillian Bertha
Massachusetts
Lovelass, Musette
Pennsylvania
Lewis, Louise Downer
Kentucky
MacAloney, Jessie
Canada
McConnell, Estelle
Mississippi
MacLaren, Evangeline Donel
Michigan
MacLean, James Nelson
New York
McLauthlin, Alice
Massachusetts
Mendenhall, Edna M.
Pennsylvania
Miller, Lucy Beatrice
Massachusetts
Meyer, Maybelle
Pennsylvania
Montgomery, Eloise
Tennessee
Morris, Mrs. Pendleton S.
Louisiana
Neill, Jessie Deering
Alabama
Nichols, Edith Louise
New York
Oberdorf, Alice Sophia
Pennsylvania
O'Connell, Sadie Agnes
Massachusetts
Pullen, Mrs. R. L.
Florida
Pritchett, Ella Hubbard
Texas

Rappoli, Inez Josephine
Massachusetts
Roripaugh, Alice Cary
California
Ruggeri, Sebastian Matty
Massachusetts
Ryan, Margaret Mary
Ohio
Scott, Edith Harris
Pennsylvania
Searcy, Nell Tom
Louisiana
Simpson, William C.
Ohio
Smith, Albert Francis
Connecticut
Smith, Fleeta Lorena
Florida
Smith, Mary Nick
Georgia
Stephens, Robt. Nathaniel, Jr.
Virginia
Stillman, Lila Belle
Pennsylvania
Talle, Henry Oscar
Minnesota
Tate, Wynness
Alabama
Tomb, Grace Josephine
Pennsylvania
Trolander, Eva Evangeline
Minnesota
Vincent, Anna M.
Alabama
Walker, Helen
Virginia
Walker, Jean Isabel
Canada
Ware, Maymie E.
West Virginia
Williams, Edna
Alabama
Wilson, Nannie B.
Georgia
Woolson, Clara Bancroft
New Hampshire

Alumni Association

OFFICERS

Charles W. Kidder, '89, *President*
Silas A. Alden, *Vice-President*
Amy A. Fisher, '09, *Secretary-Treasurer*

Executive Committee

Phineas P. Field, '83
Jessie E. Southwick, '85
Lilia E. Smith, '89
Walter B. Tripp, '89
Maud Gatchell Hicks, '93
Theresa Kidder, '98
Elsie Powers Corwin, '93
Elizabeth Baker Neeley, '08
Mildred Johnson, '14
Marguerite Fox, '18
Elvira Dean, '21

THE Emerson College Alumni Association formed in 1889, holds annual meetings, and has already laid the foundation of an endowment fund, secured the publication of the Magazine; and its members have in various ways helped to extend the influence of their Alma Mater.

Association meetings, with reception and banquet, are held in Boston each year in connection with the graduation exercises. The date for 1923 will be May 23.

Alumni meetings are held frequently at the college, and members of the association are invited to visit regular classes which may be in session before the hour of the meeting.

It is desired that information concerning past members of the college be sent to the Registrar of the Emerson College. Graduates and former students are requested to send him immediate notification of any change of address. A copy of the Annual Catalogue will be sent to any addresses furnished for this purpose.

CHARLES WINSLOW KIDDER, Registrar,
Emerson College of Oratory.

Alumni Clubs

LOCAL Alumni Clubs have been organized in various sections of the country to keep alumni and former students in closer touch with the College, and to promote its welfare.

Regular meetings are held by all these clubs, and all former students in the vicinity are urged to attend.

The members of these organizations may be applied to at any time for personal information concerning the College and its work. The addresses of two members of each organization are given to aid any who seek information concerning the Club or the College.

In order of formation the clubs are: —

1. *Emerson College Club of Hartford*
   Mrs. Claire Plummer Dresser, 276 Edgewood St., Hartford, Ct.
   Miss Bernice Loveland, Highland Court, Hartford, Ct.

2. *Emerson Club of Boston*
   Mrs. Gracia Bacon Moody, 17 Davis St., Arlington, Mass.
   Miss Hattie Belden Ward, 31 Morseland Ave., Newton Centre, Mass.

3. *Emerson Alumni Chapter of the North West, Minneapolis, Minn.*
   Prof. Chas. M. Holt, Minneapolis School of Music
   Miss Mary Slifer, Normal School, Winona, Minn.

4. *Emerson College Club of New York*
   Mrs. Olive Palmer Hansen; 125 Primrose Ave., Mt. Vernon, N. Y.

Mrs. Ethel Hornick Walker, 58 West 50th St., New York City.

5. *Emerson College Club of Chicago*

Maurice S. Kuhns, 4707 Berkley Ave., Chicago
John Merrill, 450 Roslyn Place, Chicago

6. *Emerson College Club of Rhode Island*

Adelaide Patterson, State Normal School Providence, R. I.
Jennie Billings Stanton, Westerly, R. I.

7. *Fargo-Moorhead Chapter of Emerson Alumni*

Maude Hayes, State Normal School, Moorhead, Minn.
Mrs. Blanche B. Hutchinson, Fargo, North Dakota

8. *Emerson College Club of Los Angeles*

Mrs. Alice Osden Hunnewell, State Normal School
Elizabeth Cloud Miller, Los Angeles High School

9. *Emerson College Club of Georgia*

Florence May Overton, Brenau College, Gainesville, Ga.
Evelyn Lewis, State Normal School, Athens, Ga.

Devise and Bequests

For the convenience of any one who may wish to make a bequest to the Emerson College of Oratory, the following form or bequest to be inserted in a will is suggested.

I give and devise to the Emerson College of Oratory, Boston, Massachusetts, the following real estate:

(Here give description of real estate)

I give and bequeath to the Emerson College of Oratory, the sum of.....dollars to be paid by my executor in.....months after my decease.

EXPLANATORY NOTE. All wills must be executed according to the formalities of the several States in which they are executed. These should be ascertained at the time of the making of the will.

EMERSON COLLEGE QUARTERLY,
BOSTON, MASS.

GENTLEMEN:—

Inclosed please find { *Check* / *P. O. Order* / *Cash* } to the amount of ONE DOLLAR AND A HALF ($1.50) to cover the amount of my subscription to THE EMERSON COLLEGE QUARTERLY for the four issues comprising the season 1922-23.

Signed .....

Address .....